

ENGLISH TRANSFER ASSURANCE GUIDE (TAG)

May 20, 2020

Ohio Transfer Module:		
Ohio Transfer Module (OTM) Requirements: 36-40 semester hours. Students should select courses within the OTM that complement the selected major and meet any specific general education requirements. Students are encouraged to complete the OTM to ensure maximum transferability and application of credits.		
<u>Required Disciplines</u>	<u>Minimum Required Hours</u>	<u>Recommended Courses</u>
Area I. English Composition	3 Semester Hours	First and Second Writing (TME001 and 002)
Area II. Mathematics	3 Semester Hours	
Area III. Arts & Humanities	6 Semester Hours	
Area IV. Social Sciences	6 Semester Hours	
Area V. Natural & Physical Science	6 Semester Hours	
Additional courses beyond the minimum required hours, from any of the disciplines listed above, will count toward the completion of the OTM (36-40 semester hours).		

Foreign Language - Demonstrate competencies through the 200 level. Credits: Up to 16 semester hours.

Major Courses – Hours/Courses listed below that count toward the major or pre-major requirements	
a. American Literature Survey (Choose one)	
OAHO53 – American Literature I (Early period)	Credits: 3 Semester Hours
Advising Notes:	
OAHO54 – American Literature II (Early period)	Credits: 3 Semester Hours
Advising Notes:	
b. British Literature Survey (Choose one)	
OAHO55 – British Literature I (Early period)	Credits: 3 Semester Hours
Advising Notes:	
OAHO56 – British Literature II (Early period)	Credits: 3 Semester Hours
Advising Notes:	
c. OAHO62- Introduction to Literature	Credits: 3 Semester Hours
Advising Notes:	
d. OAHO63- Multicultural Literature	Credits: 3 Semester Hours
Advising Notes:	

Transfer Assurance Guides Total Guaranteed Credits (Range)	
Ohio Transfer Module (OTM)	36 – 40 Semester Hours

Foreign Language	0 – 16 Semester Hours
Pre-major/Major	0 – 6 Semester Hours

Institutional Requirements: For entrance and graduation, a transfer student must meet all institutional requirements which would include, but may not be limited to: minimum grade point average, residency requirements, upper division credits attained, minimum grades in specific courses, performance requirements (ex. dance, music) and other requirements of native students from the same institution.

OAH053 – American Literature I
3 Semester Hours

Related TAGs: English

Statewide Learning Outcomes:

1. The historical and cultural context which produces American literature. *
2. Accurate critical reading, writing, and discussion of American authors and movements.*
3. Coverage of a substantial portion of the earlier period of American literature up to the mid- to late- nineteenth century.*

OAH054 – American Literature II
3 Semester Hours

Related TAGs: English

Statewide Learning Outcomes:

1. The historical and cultural context which produces American literature. *
2. Accurate critical reading, writing, and discussion of American authors and movements.*
3. Coverage of a substantial portion of the later period of American Literature from the mid- to late- nineteenth century to the present. *

OAH055 – British Literature I
3 Semester Hours

Related TAGs: English

Statewide Learning Outcomes:

1. The historical and cultural context which produces British literature. *
2. Accurate critical reading, writing, and discussion of British authors and movements.*
3. Coverage of a substantial portion of the earlier period of British Literature up to the onset of industrialization. *

OAH054 – British Literature II
3 Semester Hours

Related TAGs: English

Statewide Learning Outcomes:

1. The historical and cultural context which produces British literature. *
2. Accurate critical reading, writing, and discussion of British authors and movements.*
3. Coverage of a substantial portion of the later period of British literature from the onset of industrialism to the present. *

OAH062 – Introduction to Literature
3 Semester Hours

Related TAGs: English

Statewide Learning Outcomes:

1. Define and identify essential characteristics of various genres and literary texts. *
2. Explain how particular texts function as examples of particular genres. *
3. Analyze texts with reference to literary terminology. *
4. Create original interpretations of texts from multiple genres. *

OAH063 – Multicultural Literature
3 Semester Hours

Related TAGs: English

Statewide Learning Outcomes:

1. Define and explain the ways in which diverse cultures have shaped and continue to shape literature.*
2. Analyze texts in light of the perspectives of diverse cultures. *
3. Create original interpretations of texts that relate them to the context of their culture of origin. *

TME001 – English Composition
First Writing Course 3 Semester Hours

Learning Outcomes

Outcomes marked with an asterisk are essential and must be taught.

1. Rhetorical Knowledge*

By the end of their first writing course, students should be able to recognize the elements that inform rhetorical situations. This understanding should enable them to produce expository texts that

- Have a clear purpose
- Respond to the needs of intended audiences
- Assume an appropriate stance
- Adopt an appropriate voice, tone, style, and level of formality
- Use appropriate conventions of format and structure

2. Critical Thinking, Reading, and Writing*

By the end of their first writing course, students should be able to

- Use reading and writing for inquiry, learning, thinking, and communicating
- Analyze relationships among writer, text, and audience in various kinds of texts
- Use various critical thinking strategies to analyze texts

3. Knowledge of Composing Processes*

By the end of their first writing course, students should be able to

- Understand writing as a series of steps that includes generating ideas and text, drafting, revising, and editing
 - Recognize that writing is a flexible, recursive process
 - Apply this understanding and recognition to produce successive drafts of increasing quality
- Transfer Assurance Guide: English – Reaffirmed by Review Panel – June 4, 2015 7

4. Collaboration*

By the end of their first writing course, students should understand that the writing process is often collaborative and social. To demonstrate that understanding, students should be able to

- Work with others to improve their own and others' texts
- Balance the advantages of relying on others with taking responsibility for their own work

5. Knowledge of Conventions*

By the end of their first writing course, students should be able to

- Employ appropriate conventions for structure, paragraphing, mechanics, and format
- Acknowledge the work of others when appropriate
- Use a standard documentation format as needed
- Control syntax, grammar, punctuation, and spelling

6. Composing in Electronic Environments*

Developments in digital technology are expanding our understanding of "writing." To the extent that technology is available and appropriate, by the end of their first writing course students should be able to

- Understand the possibilities of electronic media/technologies for composing and publishing texts
- Use electronic environments to support writing tasks such as drafting, reviewing, revising, editing, and sharing texts

7. Minimal Course Requirements*

By the end of their first writing course, students will have written

- A variety of texts with opportunities for response and revision
- A minimum of 5000 total words (roughly 20 total pages of written work).
Electronic or other projects of equivalent rigor and substance may be included, but the primary focus of the course must be the composing of formal written work

TME002 – English Composition Second Writing Course

3 Semester Hours

The second course in composition may take several forms. For example, it might be a continuation of the first course (such as the second of two first-year composition courses), an intermediate course in written exposition, or a writing-intensive course that is aligned with a specific discipline. However it is conceived, the course should build on the foundations of the first course, developing and expanding concepts and practices that were introduced in the first writing course. It must be a course that focuses on instruction in writing and must meet the following outcomes.

Learning Outcomes

Outcomes marked with an asterisk are essential and must be taught.

1. Rhetorical Knowledge*

Throughout the second writing course, students should build upon the foundational outcomes from the first course: By the end of their first writing course, students should be able to recognize the elements that inform rhetorical situations. This understanding should enable them to produce expository texts that

- Have a clear purpose
- Respond to the needs of intended audiences
- Assume an appropriate stance
- Adopt an appropriate voice, tone, style, and level of formality
- Use appropriate conventions of format and structure

In addition, by the end of the second course, students should be able to

- Analyze argumentative strategies and persuasive appeals
- Employ appropriate argumentative strategies and persuasive appeals in their writing

2. Critical Thinking, Reading, and Writing*

Throughout the second writing course, students should build upon these foundational outcomes from the first course:

- Use reading and writing for inquiry, learning, thinking, and communicating
- Analyze relationships among writer, text, and audience in various kinds of texts
- Use various critical thinking strategies to analyze texts

In addition, by the end of the second course, students should be able to

- Find and evaluate appropriate material from electronic and other sources
- Analyze and critique sources in their writing
- Juxtapose and integrate ideas and arguments from sources
- Develop a clear line of argument that incorporates ideas and evidence from sources

3. Knowledge of Composing Processes*

Throughout the second writing course, students should build upon these foundational outcomes from the first course:

- Understand writing as a series of steps that includes generating ideas and text, drafting, revising, and editing
- Recognize that writing is a flexible, recursive process
- Apply this understanding and recognition to produce successive drafts of increasing quality

4. Collaboration*

Throughout the second writing course, students should build upon these foundational outcomes from the first course:

- Work with others to improve their own and others' texts
- Balance the advantages of relying on others with taking responsibility for their own work

5. Knowledge of Conventions*

Throughout the second writing course, students should build upon these foundational outcomes from the first course:

- Employ appropriate conventions for structure, paragraphing, mechanics, and format
- Acknowledge the work of others when appropriate
- Use a standard documentation format as needed
- Control syntax, grammar, punctuation, and spelling

In addition, by the end of the second course, students should be able to

- Employ appropriate textual conventions for incorporating ideas from sources, e.g., introducing and incorporating quotations; quoting, paraphrasing, and summarizing

6. Composing in Electronic Environments*

Throughout the second writing course, students should build upon these foundational outcomes from the first course: Developments in digital technology are expanding our understanding of “writing.” To the extent that technology is available and appropriate, by the end of their first writing course students should be able to

- Understand the possibilities of electronic media/technologies for composing and publishing texts
- Use electronic environments to support writing tasks such as drafting, reviewing, revising, editing, and sharing texts

In addition, by the end of the second course, students should be able to

- Locate, evaluate, organize, and use research material collected from various sources, including scholarly library databases, other official databases (e.g., federal government databases), and informal electronic networks and internet sources

7. Minimal Course Requirements*

By the end of their second writing course, students will have written

- A variety of texts, including at least one researched essay, with opportunities for response and revision
- A minimum of 5000 total words (roughly 20 total pages of written work). Electronic or other projects of equivalent rigor and substance may be included, but the primary focus of the course must be the composing of formal written work

**ENGLISH TAG
FACULTY PARTICIPANTS**

Name	Institution
Steven Mohr (Co-Lead)	Terra State Community College
Kim Winebrenner (Co-Lead)	Kent State University
Erin McGuria	Central Ohio Technical College
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